

MEMORANDUM

To: Board of Regents
From: Board Office
Subject: Report from Priority Study Group on K-12 Teacher and Administrator Shortage
Date: January 7, 2002

**Recommended
Actions:**

1. Receive the report.
 2. Approve the name change of the Priority Study Group on K-12 Teacher and Administrator Shortage to Priority Study Group on Pre-K to 12 Quality Education.
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**Executive
Summary:**

The Priority Study Group (PSG) on K-12 Teacher and Administrator Shortage was established with the purpose of exploring what role the Colleges of Education at Regent universities could play in addressing educational problems that exist in the state. Specifically, the Colleges of Education want to consider how they might partner with each other and other agencies and institutions to address the changing population in the state's schools, student performance levels, the quality of teachers, and the growing shortages of teachers and administrators.

In the six meetings held by the PSG since its inception, the following has been accomplished:

- The deans of the Regent university Colleges of Education have provided descriptions of current institutional programs, individually and collaboratively, that are attempting to address the teacher and administrator shortages.
- The deans have provided data on graduates of their institutional teacher education and administrator programs.
- Representatives of the State Board of Education, the Department of Education, and the Bureau of Educational Examiners have discussed their perceptions of educational issues in Iowa and potential solutions.
- The PSG has narrowed the focus of its mission and is in the process of selecting several objectives that can be met within a reasonable timeframe.

At the November 2001 meeting of the PSG, participants reached consensus that the broad area of assessment would be the dominant focus of the group. Assessment incorporates such dimensions as:

- Identifying, implementing, and evaluating appropriate testing measures of the knowledge and skill levels of K-12 students.

- Developing performance-based criteria for teacher preparation programs.
- Engaging all segments of education in the evaluation requirements of last year's teacher quality legislation.
- Conducting research related to assessment.
- Enhancing communication between professional educators.
- Increasing collaborative programs to prepare teachers and administrators for Iowa schools.

The PSG recommended that a meeting of officials from the Iowa Department of Education, the Bureau of Educational Examiners, the Regent University Colleges of Education, and the Board Office staff be arranged to discuss the issues above. The meeting will occur in mid-January 2002, just prior to the January meeting of the Regents.

Since the focus of the Priority Study Group has been changed, the PSG members and Board Office request that the name of the PSG be changed to Priority Study Group on PreK to 12 Quality Education.

The PSG anticipates that once specific objectives and strategies are selected, it will complete its tasks in approximately one year.

Strategic Plan:

The purposes of the Priority Study Group are consistent with the following components of the Board of Regents' Strategic Plan:

- Strategy 1.1.4.0 Strengthen research, creative work, and service by the Regent institutions.
- Action Step 1.1.4.3 Each institution increase its service to Iowans, nation, and world.
- Strategy 2.2.1.0 Conduct targeted needs assessment in specific program areas and offer educational opportunities.
- Action Step 2.2.2.6 Assess adequacy of access to appropriate research and services.
- Strategy 4.4.2.0 Increase cooperation and collaboration among the Regent institutions and with other educational agencies, including community colleges and independent colleges and universities.
- Action Step 4.4.2.1 Identify existing institutional cooperative and Collaborative programs to form baseline data and develop a reporting format to the Board.
- Action Step 4.4.2.3 Explore opportunities for partnership among the Regent institutions and with other sectors of education.
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Background:

Established

At its initial meeting in February 2001, its purpose was declared to be: "to establish a special Regent effort to address the possibility of a severe

Purpose and Goal	need for teachers and administrators in certain K-12 areas in Iowa. Its goal was "to assist the State in overcoming shortages in K-12 teachers and administrators."
Steps	<p>To meet its purpose and goal, the following steps were identified:</p> <ul style="list-style-type: none">• Identify the areas where there may be teacher/administrator shortages in Iowa.• Review available resources and programs in the areas where shortages may occur.• Focus available resources in areas of need by:<ul style="list-style-type: none">■ forming Regent task force to address the problems identified.■ Redeploying existing resources and programs and establishing new efforts as needed.
Meetings	<ol style="list-style-type: none">1) February 21, 2001. Organizational meeting.2) March 13, 2001. General discussion on current programs and state and national issues3) June 12, 2001. Deans present report, which:<ul style="list-style-type: none">■ lists programs and activities addressing state needs■ outlines potential initiatives4) September 12, 2001. Further discussion focuses on:<ul style="list-style-type: none">• 14 possible activities• cooperative programs5) October 17, 2001. Focus on six potential areas of action (communications, research, joint programs, retention, recruitment, and assessment)6) November 14, 2001. Identification of Assessment as key issue.
Membership	The initial Regents on the PSG were Beverly Smith (lead), Ellengray Kennedy, Roger Lande, and Deborah Turner. Following the appointments of new Regents, the PSG Regent membership changed to: Mary Ellen Becker (lead); Lisa Ahrens, Susan Nieland, and Deborah Turner.

Analysis:

Purpose	Based on discussions after the first several meetings, the PSG reached consensus that the Regent university programs in the Colleges of Education were actively engaged in providing programs, separately and cooperatively, that addressed some of the shortage areas. In light of emerging budget constraints, it was unlikely that additional programs could be added. Input from invited participants from the State Board of Education and staff from the Department of Education agreed with Regent and institutional leaders that the PSG efforts should be changed to a systemic issue broader than teacher and administrator shortages.
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Choosing A New
Goal and
Objectives

The Regents and invited participants have spent time identifying areas of potential collaboration with educational agencies in the state and other higher education programs (especially the community colleges). The choice was narrowed to the broad area of assessment. Recommendations at the November 2001 meeting of the PSG included:

- 1) arrange a meeting with the Department of Education
- 2) focus on improving communications
- 3) identify areas of alignment that relate to assessment of learners, new teachers, practitioners, and administrators.

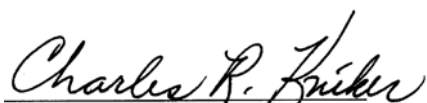
The meeting has been arranged for January 11, 2002.

Center for
Educational
Excellence

One of the concepts discussed in early meetings of the PSG was the formation of a joint Regent institutional Center for Educational Excellence. Following discussions on this topic, the PSG decided that programmatically and financially, it would be more feasible to enhance some of the unique training programs and centers currently in force.

Transfer of Credit
Study

The PSG spent time at one time providing input on a legislatively mandated study to be done by the Board of Regents on transfer of credit practices in teacher preparation programs.


Charles R. Kniker

Approved: _____


Robert J. Barak